|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **GLCE** | **ITEM**  **NUMBER** | **ALL STUDENTS** | **AESWD** | **SWD**  **N=6** | **DPS** | **MICHIGAN** | **AVERAGE**  **PERCENT**  **PROFICIENT** |
| **UNDERSTANDING OF FRACTIONS** | | | | | | | |
| **RELATE FRACTIONS TO WHOLE NUMBERS, ADDITION, SUBTRACTION** | | | | | | | |
| **N.ME.03.16 Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms “numerator” and “denominator.”** | **1** | **64** | **68** | **33** | **59** | **79** | **57%** |
| **2** | **50** | **55** | **17** | **58** | **67** |
| **N.ME.03.17 Recognize, name, and use equivalent fractions with denominators 2, 4, and 8, using strips as area models.** | **3** | **27** | **26** | **33** | **34** | **59** | **18%** |
| **4** | **9** | **11** | **0** | **10** | **27** |
| **N.ME.03.18 Place fractions with denominators of 2, 4, and 8 on the number line; relate the number line to a ruler; compare and order up to three fractions with denominators 2, 4, and 8.** | **5** | **30** | **32** | **17** | **37** | **52** | **23%** |
| **6** | **16** | **16** | **17** | **9** | **16** |
| **N.ME.03.19 Understand that any fraction can be written as a sum of unit fractions, e.g., 3/4 = 1/4 + 1/4 + 1/4 .** | **56** | **16** | **16** | **17** | **29** | **38** | **16%** |
| **N.MR.03.20 Recognize that addition and subtraction of fractions with equal denominators can be modeled by joining or taking away segments on the number line.** | **59** | **25** | **29** | **0** | **37** | **46** | **25%** |
| **DECIMALS, FRACTIONS AND MONEY** | | | | | | | |
| **N.ME.03.21 *Understand and relate decimal fractions to fractional parts of a dollar, e.g.,*1/2 *dollar = $0.50;* 1/4 *dollar = $0.25.\**** | **57** | **9** | **11** | **0** | **16** | **27** | **9%** |
| **MULIPLICATION AND DIVISION** | | | | | | | |
| **COUNT IN STEPS, EVENS & ODDS** | | | | | | | |
| **N.ME.03.05 Know that even numbers end in 0, 2, 4, 6,or 8; name a whole number quantity that can be shared in two equal groups or grouped into pairs with no remainders; recognize even numbers as multiples of 2. Know that odd numbers end in 1, 3, 5, 7, or 9, and work with patterns involving even and odd numbers.** | **55** | **34** | **32** | **50** | **31** | **55** | **34%** |
| **MULTIPLY AND DIVIDE WHOLE NUMBERS** | | | | | | | |
| **N.MR.03.09 Use multiplication and division fact families to understand the inverse relationship of these two operations, e.g., because 3 x 8 = 24, we know that 24 ÷ 8 = 3 or 24 ÷ 3 = 8; express a multiplication statement as an equivalent division statement.** | **7** | **39** | **39** | **33** | **54** | **71** | **53%** |
| **8** | **66** | **63** | **33** | **77** | **85** |
| **GLCE** | **ITEM**  **NUMBER** | **ALL STUDENTS** | **AESWD** | **SWD** | **DPS** | **MICHIGAN** | **AVERAGE**  **PERCENT**  **PROFICIENT** |
| **MULTIPLICATION AND DIVISION (CONTINUED)** | | | | | | | |
| **MULTIPLY AND DIVIDE WHOLE NUMBERS** | | | | | | | |
| **N.MR.03.10 *Recognize situations that can be solved using multiplication and division including finding “How many groups?” and “How many in a group?” and write mathematical statements to represent those situations.\**** | **9** | **34** | **37** | **17** | **47** | **64** | **30%** |
| **10** | **25** | **29** | **0** | **39** | **60** |
| **N.FL.03.11 Find products fluently up to 10 x 10; find related quotients using multiplication and division relationships.** | **11** | **36** | **37** | **33** | **52** | **67** | **48%** |
| **12** | **59** | **61** | **50** | **61** | **71** |
| **N.MR.03.12 Find solutions to open sentences, such as 7 x \_\_= 42 or 12 ÷\_\_ = 4, using the inverse relationship between multiplication and division.** | **58** | **61** | **61** | **67** | **68** | **84** | **61%** |
| **N.MR.03.14 *Solve division problems involving remainders, viewing the remainder as the “number left over”; interpret based on problem context, e.g. , when we have 25 children with 4 children per group then there are 6 groups with 1 child left over.\**** | **31** | **27** | **29** | **17** | **27** | **38** | **23%** |
| **32** | **18** | **21** | **0** | **22** | **32** |
| **PROBLEM SOLVING WITH WHOLE NUMBERS** | | | | | | | |
| **N.MR.03.15 Given problems that use any one of the four operations with appropriate numbers, represent with objects, words (including “product” and “quotient”), and mathematical statements; solve .*numbers and symbols; solve.\**** | **33** | **59** | **63** | **33** | **58** | **78** | **34%** |
| **34** | **9** | **11** | **0** | **25** | **31** |
| **PROPERTIES OF 2D, 3D SHAPES** | | | | | | | |
| **ELEMENTS OF GEOMETRIC OBJECTS** | | | | | | | |
| **G.GS.03.01 Identify points, line segments, lines, and distance.** | **13** | **41** | **45** | **17** | **56** | **71** | **32%** |
| **14** | **23** | **24** | **17** | **26** | **44** |
| **G.GS.03.02 Identify perpendicular lines and parallel lines in familiar shapes and in the classroom.** | **15** | **41** | **39** | **50** | **46** | **60** | **26%** |
| **16** | **11** | **13** | **0** | **25** | **26** |
| **G.GS.03.03 Identify parallel faces of rectangular prisms in familiar shapes and in the classroom.** | **17** | **50** | **50** | **50** | **55** | **72** | **46%** |
| **18** | **41** | **39** | **50** | **43** | **59** |
| **GLCE** | **ITEM**  **NUMBER** | **ALL STUDENTS** | **AESWD** | **SWD** | **DPS** | **MICHIGAN** | **AVERAGE**  **PERCENT**  **PROFICIENT** |
| **PROPERTIES OF 2D, 3D SHAPES (CONTINUED)** | | | | | | | |
| **PROPERTIES OFSHAPES** | | | | | | | |
| **G.GS.03.04 Identify, describe, compare, and classify two-dimensional shapes, e.g., parallelogram, trapezoid, circle, rectangle, square, and rhombus, based on their component parts (angles, sides, vertices, line segment) and on the number of sides and vertices.** | **19** | **45** | **42** | **67** | **42** | **54** | **34%** |
| **20** | **23** | **21** | **33** | **24** | **39** |
| **G.SR.03.05 Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes, e.g., form a rectangle using two congruent right triangles, or decompose a parallelogram into a rectangle and two right triangles.** | **21** | **18** | **21** | **0** | **25** | **38** | **23%** |
| **22** | **27** | **32** | **0** | **37** | **53** |
| **NAME AND EXPLORE 3D SOLIDS21** | | | | | | | |
| **G.GS.03.06 Identify, describe, build, and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices).** | **23** | **34** | **34** | **33** | **52** | **65** | **37%** |
| **24** | **39** | **39** | **33** | **31** | **39** |
| **G.SR.03.07 Represent front, top, and side views of solids built with cubes.** | **42** | **7** | **3** | **33** | **15** | **31** | **7%** |
| **UNDERSTANDING AREA AND PERIMETER** | | | | | | | |
| **MEANING OF AREA AND PERIMETER** | | | | | | | |
| **M.UN.03.05 Know the definition of area and perimeter and calculate the perimeter of a square and rectangle given whole number side lengths.** | **29** | **32** | **34** | **17** | **37** | **59** | **23%** |
| **30** | **14** | **16** | **0** | **23** | **23** |
| **M.UN.03.06 Use square units in calculating area by covering the region and counting the number of square units.** | **25** | **45** | **45** | **50** | **47** | **64** | **38%** |
| **26** | **30** | **29** | **33** | **30** | **47** |
| **M.UN.03.07 Distinguish between units of length and area and choose a unit appropriate in the context** | **27** | **23** | **21** | **33** | **32** | **45** | **32%** |
| **28** | **41** | **45** | **17** | **49** | **64** |
| **M.UN.03.08 Visualize and describe the relative sizes of one square inch and one square centimeter** | **49** | **14** | **13** | **17** | **20** | **27** | **14%** |
| **GLCE** | **ITEM**  **NUMBER** | **ALL STUDENTS** | **AESWD** | **SWD** | **DPS** | **MICHIGAN** | **AVERAGE**  **PERCENT**  **PROFICIENT** |
| **UNDERSTANDING AREA AND PERIMETER (CONTINUED)** | | | | | | | |
| **SOLVE MEASUREMENT PROBLEMS** | | | | | | | |
| **M.PS.03.10 Add and subtract lengths, weights, and times using mixed units within the same measurement system.** | **43** | **45** | **42** | **67** | **42** | **64** | **43%** |
| **M.PS.03.11 Add and subtract money in dollars and cents.** | **44** | **45** | **42** | **67** | **57** | **79** | **45%** |
| **M.PS.03.12 Solve applied problems involving money, length, and time.** | **35** | **41** | **42** | **33** | **44** | **64** | **38%** |
| **36** | **36** | **34** | **50** | **39** | **62** |
| **M.PS.03.13 Solve contextual problems about perimeters of rectangles and areas of rectangular regions.** | **37** | **14** | **16** | **0** | **13** | **21** | **13%** |
| **38** | **11** | **13** | **0** | **22** | **26** |
| **CONNECTIONS** | | | | | | | |
| **NUMBER NOTATION AND PLACE VALUE** | | | | | | | |
| **N.ME.03.01 Read and write numbers to 10,000 in both numerals and words, and relate them to the quantities they represent, e.g., relate numeral or written word to a display of dots or objects.** | **52** | **55** | **61** | **17** | **69** | **85** | **52%** |
| **N.ME.03.02 *Identify the place value of a digit in a number, e.g., in 3,241, 2 is in the hundreds place. Recognize and use expanded notation for numbers using place value through 9,999, e.g., 2,517 is 2000+ 500+10+ 7; 4 hundreds and 2 ones is 402.\**** | **53** | **39** | **42** | **17** | **54** | **73** | **39%** |
| **N.ME.03.03 Compare and order numbers up to 10,000.** | **54** | **52** | **53** | **50** | **46** | **61** | **52%** |
| **ADD AND SUBTRACT WHOLE NUMBERS** | | | | | | | |
| **N.FL.03.06 *Add and subtract fluently two numbers through 999 with regrouping and through 9,999 without regrouping.\**** | **50** | **43** | **47** | **17** | **53** | **73** | **43%** |
| **N.FL.03.07 Estimate the sum and difference of two numbers with three digits (sums up to 1,000), and judge reasonableness of estimates** | **51** | **55** | **61** | **17** | **48** | **63** | **55%** |
| **GLCE** | **ITEM**  **NUMBER** | **ALL STUDENTS** | **AESWD** | **SWD** | **DPS** | **MICHIGAN** | **AVERAGE**  **PERCENT**  **PROFICIENT** |
| **CONNECTIONS (CONTINUED)** | | | | | | | |
| **LENGTH, WEIGHT, TEMPERATURE AND TIME** | | | | | | | |
| **M.UN.03.01 Know and use common units of measurements in length, weight, and time.** | **45** | **14** | **16** | **0** | **25** | **32** | **14%** |
| **M.UN.03.02 Measure in mixed units within the same measurement system for length, weight, and time: feet and inches, meters and centimeters, kilograms and grams, pounds and ounces, liters and milliliters, hours and minutes, minutes and seconds, years and months..** | **46** | **34** | **39** | **0** | **38** | **57** | **34%** |
| **M.UN.03.03 Understand relationships between sizes of standard units, e.g., feet and inches, meters and centimeters.** | **47** | **34** | **37** | **17** | **27** | **38** | **34%** |
| **M.UN.03.04 Know benchmark temperatures such as freezing (32ºF, 0ºC); boiling (212ºF, 100ºC); and compare temperatures to these, e.g., cooler, warmer.** | **48** | **16** | **18** | **0** | **24** | **32** | **16%** |
| **USE BAR GRAPHS** | | | | | | | |
| **D.RE.03.01 Read and interpret bar graphs in both horizontal and vertical forms.** | **39** | **20** | **21** | **17** | **30** | **52** | **20%** |
| **D.RE.03.02 Read scales on the axes and identify the maximum, minimum, and range of values in a bar graph.** | **40** | **7** | **8** | **0** | **12** | **28** | **7%** |
| **D.RE.03.03 Solve problems using information in bar graphs, including comparison of bar graphs.** | **41** | **45** | **50** | **17** | **43** | **56** | **45%** |